

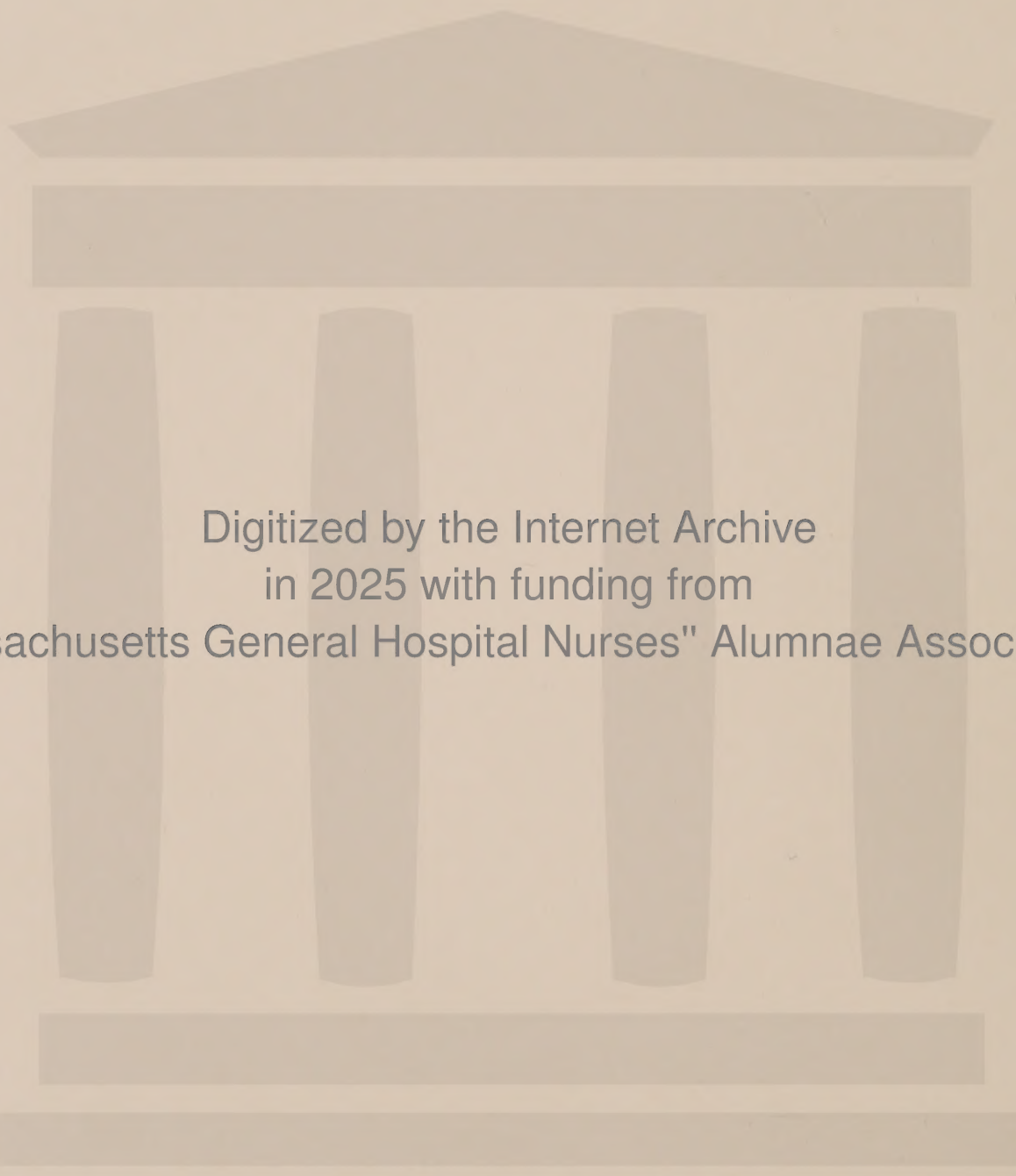
1F - Academic & Clinical Relationships

C - Relationships with Academic Institutions

4 - Radcliffe College

51 - Course Description

6 - June, 1962 through 1963



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COORDINATED PROGRAM
RADCLIFFE COLLEGE - MASSACHUSETTS GENERAL HOSPITAL SCHOOL OF NURSING

COMMITTEE on ADMISSIONS

Personal History from Applicant

to be submitted with the application form.

The Committee on Admissions wishes to have from you, a serious and thoughtful resume' of the influences which were involved in your decision to attend college and to follow your choice of program of study there. Include, also, the college activities, social, recreational, and scholastic that are most meaningful to you. Specify what contribution you feel that they have made. What ideas and values do you hold to be of particular significance in our society today?

Indicate what experiences you have had, whether to earn or for recreation or to participate with a group, that have been rewarding to you and have demanded thought and action from you for the benefit of an individual or a group. For example, cite your role in college organizations of which you were an officer, a committee chairman, manager, or member; a counselor at camp, a travel guide, a teacher in playground, school or church.

Tell us what persons have affected your interest in professional Nursing and how your interest developed. What do you see in professional Nursing which will promote your own self-realization? Why do you believe that you are suited for Nursing? What is the reaction of your parents to your choice of Nursing and of this program? What fields of professional Nursing practice appeal to you now? What do you want to do when you become a graduate professional nurse?

THE UNIVERSITY OF CHICAGO
DEPARTMENT OF CHEMISTRY

RESEARCH REPORT

NO. 100

BY

THE UNIVERSITY OF CHICAGO
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BY

COORDINATED PROGRAM CONDUCTED BY RADCLIFFE COLLEGE
AND THE M.G.H. SCHOOL OF NURSING

Origin

Established as a joint venture by Radcliffe College and the M.G.H. School of Nursing. First students enrolled in 1946.

Objective

To provide, for a student who has already chosen her vocation, a well rounded liberal education with full scope for intellectual interests, and opportunity to develop an awareness of social responsibility as a citizen. To coordinate with the liberal arts study beginning courses in nursing, and the requisite courses in physical, biological and social science, and to follow the college study with a nursing program abreast of the newest developments and sound practices in nursing education and medical science.

Control and Administration

The administrative control of the coordinated program shall be equally the responsibility of the Council of Radcliffe College and the Board of Trustees of the Massachusetts General Hospital. There shall be a Joint Committee composed of three members of the Radcliffe Trustees and the President of Radcliffe College and three members of the Board of Trustees of the M.G.H. and the General Director of the Hospital.

The function of this Committee shall be (1) to visit the College and School of Nursing, (2) to consider problems of policy and to refer to the controlling Boards (Council of Radcliffe College and Trustees of M.G.H.) matters requiring Board action, (3) to make annual reports to the Boards including recommendations for continuing development of a coordinated program.

There shall be an Administrative Committee (responsible to the Joint Committee) composed of three representatives of Radcliffe College appointed by the President, and three representatives of the School of Nursing appointed by the General Director of the Hospital. The function of this Committee shall be (1) to set up the program for approval by the College Council and Hospital Board of Trustees, (2) to maintain a continuing plan for the study of the program, (3) to carry on general administrative details which require coordinated action, (4) to act as a joint admission and scholarship committee.

Program

Planned and taught separately from the standard three-year program by instructors assigned to this program only.

Based upon sciences studied during college years and at M.G.H. summer session.

During Radcliffe years

Concentration of student's choice, including courses in general chemistry, biology, sociology and child psychology.

School of Nursing program

One course, one three-hour afternoon, for six semesters - introduction to nursing, microbiology, nutrition.

Two summer sessions, one in science, one in nursing.

Two calendar years full time in the School of Nursing. Experience at Boston Lying-in, Children's, McLean, Veterans Tuberculosis Hospital, and Visiting Nurse Service of Boston. Instructors for these courses accompany students to these special hospitals.

Students

Admissions procedure

Applications submitted both to Radcliffe College and the M.G.H. School. Nursing School appointments made after decision of Committee on Admissions at Radcliffe.

Numbers

Between 1946 and 1959 inclusive 98 students were admitted; 18 were graduated.

Attrition

As the attrition occurred for the most part during the College years, and as the College program was in no way impaired by the students' attention to nursing studies, the loss was almost entirely from the School of Nursing.

Few students left before completing the degree requirements at Radcliffe College.

Causes for attrition

Length of program - 6 years.

Too early choice of career - pre-college.

Lack of relationship between College and School of Nursing, as shown in:

Educational philosophy

College relationships to School of Nursing

Lack of College recognition for courses taken in Nursing School

Total separation of all activities.

General Description of the Program

The program is designed to provide a comprehensive understanding of the various aspects of the program, including the various components and the various activities that are involved in the program.

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Program Structure

Program Components

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Program Activities

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Program Evaluation

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Causes for attrition (cont.)

Student interests

- a) Change of interest from adolescent interest in nursing to mature choice stimulated by exposure to wealth of opportunities in college.
- b) Desire for a degree in recognition of post-baccalaureate study as women received in other fields.
- c) Wish to continue college and university relationships.

Accreditation

Nursing programs are accredited by the National Nursing Accrediting Service, the professional accrediting association for nursing. This body works closely with the New England Association of Colleges and Secondary Schools.

The criteria established for degree programs in nursing specify that an accredited nursing program must be under the control of a college or university. The Coordinated Program could not therefore be accredited.

American educators, especially secondary school counselors, are much concerned with standards of programs to which girls are referred. Lack of accreditation may have influenced enrollment.

More important is the fact that many nurses with broad preparation wish to work in Public Health Nursing. The employment standards of many agencies require graduation from a university or college nursing program accredited for Public Health Nursing.

One graduate of the Coordinated Program was refused a position in a Public Health Agency.

Trend since 1959

As a result of the low admission rate and the high attrition, it was decided in 1959 to discontinue admissions through Radcliffe and to admit acceptable graduates of any approved liberal arts college.

From 1948 until 1959 the Coordinated Program offered instruction to the Simmons College students in Nursing. As these students were younger, both chronologically and academically, their approach was of necessity different. As the ratio of students was approximately 1 Radcliffe to 6-8 Simmons, the teaching was focused more on Simmons and less on Radcliffe.

In 1959 Simmons withdrew, and now supplies its own instructors. The level of teaching in the Coordinated Program has been raised, students find challenge and have become our best recruiters.

Advantages in plan initiated in 1959 which admits only the graduate of the Liberal Arts colleges including Radcliffe.

Young woman makes choice later in her career planning, when she has more knowledge of career possibilities and her own potentials.

Applicant comes to nursing with a broader education because the entire college program is completed.

More mature students are enrolled now, firm in choice of career and ready to settle into the program.

Less loss of enrollment because of marriage or change of career choice.

Broader pool of applicants (several colleges versus one) provides more students and still allows for adequate selection.

Selection of applicants for nursing is more valid because of applicant's maturity.

COORDINATED PROGRAM

For about eleven years the Deans at Radcliffe and several members of the staff of the Massachusetts General Hospital School of Nursing have watched the rise and decline of the enrollment in the Coordinated Program. Each in her own area has seen advantages and faults in the general organization and curriculum. Each, under the existing circumstances, could do little to effect the changes so obviously needed.

The students' contributions to this report bring out many points of concern and have unquestioned value. They reveal the students' problems, and their feelings for Nursing and the Coordinated Program as presently organized. They add the discoveries of youthful explorers in an educational field about which little is really known by the lay public. That they expected to move rapidly into the intricacies of patient care is normal. That even those interested in the long and demanding preparation for medicine did not see the need for preparation for nursing before beginning student experience with patients is not surprising. Their comments point the way to needed changes when future plans are made. A statement from the Deans at the College and those concerned at the School of Nursing should also have value in such a report. We at the School of Nursing can speak only on our point of view.

The Massachusetts General Hospital School of Nursing has continued to offer and finance this nursing program in spite of significant deterrents. The nursing segment of the program has been expensive. There has been little return to this School of Nursing or to the parent Hospital which supported the plan: two teachers, two head nurses in eleven years. The needed guidance from the College in curriculum planning was not possible under the existing organization. The administrative as well as educational control was completely

separated, the College taking the usual responsibility for the academic courses, the School of Nursing taking responsibility throughout the years when the students' concentration was in nursing. The plan intended to bring articulation and coordination of the two segments of the program during the college years was ineffective. Courses offered at the School of Nursing during the college years were of necessity added courses. According to the early plan little or no study was to be required for these courses. Obviously then a student enjoying the stimulation of the academic feast at the College felt a contrast which belittled her intellectual ability and dulled her interest. Had the plan been tested this would have been equally true if she had been assigned to the patient situation without adequate preparation. Negative teaching is detrimental wherever it occurs. Practice without adequate background is for the unskilled worker, for the person who wishes to work only in the summer job, or for a volunteer. Even these, if they are to find satisfaction, need some training, but this is training not education for leadership. Such experience shows what the unskilled worker can do. It does not encourage the able young woman to find the joy in nursing which leads to an absorbing career.

The lack of planning and control will inevitably be reflected in courses planned and taught without any relationship to the total program or any consultation from the College. The results might be expected to show in the teacher's approach to her subject and in the ability of the School of Nursing to secure faculty of the necessary ability and preparation equal to the students' needs. Well prepared teachers, because of prestige, salary, and other perquisites, choose to teach in a frankly academic situation. Only when the college employs and accepts the teachers into full academic membership can the teachers of nursing acquire the philosophy and concepts which guide the college program in general education.

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When the Coordinated Program was initiated all concerned realized that the applicant was choosing a professional career before she had opportunity to begin her basic general education. This experiment unlike any other conducted jointly by general education and nursing has shown several unmistakable weaknesses. The sixteen or seventeen year old girl interested in broad general education is rarely ready and should not be encouraged to commit herself to a profession. To encourage such early choice is to increase the enrollment of some students who are not serious in their interest and so negate the interest of others who are trying sincerely to make a wise choice of careers. Other students resign with strong feelings of guilt which also tend to engender feeling against nursing education and nursing.

If the admissions to such a program could be limited to college graduates only, there would be a mature group of students ready to make a firm choice of career, interested in study beyond the baccalaureate level, and ready to commit themselves to this longer period of preparation. It should not be overlooked that with the closing of Yale University School of Nursing there is now no school admitting only college graduates to a program geared to their academic level. If such a program for college graduates could be developed appropriately within the University, the program should be designed especially for the mature and able student. No other students in nursing should be admitted to the program to encourage deviation from the agreed upon philosophy and plan, except possibly the rare student who might meet requirements for transfer.

The North Atlantic region of the United States employs the highest ratio of nurses per 100,000 population in the country. It is in the mid-range when the ratio of nurses to hospital beds is estimated. However the estimate is made, it will be found that the North Atlantic area has done well

in recruiting and preparing nurses for the direct care of the sick. The area has not met its own needs or helped other parts of the country in the production of teachers, supervisors, administrators, or nurses prepared for Public Health Nursing or for research. In this respect we lag behind the West and Midwest. It is true that the three-year diploma graduate nurse may go on for preparation in these special areas, but the numbers of able diploma nurses who wish to do this is limited, the time necessary to complete the requirements for the baccalaureate degree is extended, and the resulting total of their education too often lacks the needed breadth and depth. It is also true that colleges now offer four-and five-year programs which combine general education and nursing. These admit the high school graduate and reduce the general education requirements to include the preparation required for nursing. When able students are involved, this four or five-year plan produces a high quality of nurse.

Such a program would not satisfy the Radcliffe student. She has chosen Radcliffe to participate in an unique program for general education. If she is interested in nursing this study should be superimposed upon her baccalaureate study. With students of such maturity the required and desired content in nursing could be presented in a shorter period of time, and additional education for her chosen field within nursing added.

It appears from the number of Radcliffe graduates known to have entered Yale University School of Nursing, and the interest shown in the undergraduate years, that a school of nursing dependent upon Radcliffe graduates only would be too small to be economical of teachers or the money necessary to conduct the school. As there is no school of nursing for college women in the country, it would without question be possible to admit a large enough number of graduates from other colleges to make further experimentation in nursing education with the the University worth while. We in the School of Nursing feel that further experimentation in nursing education is also essential.

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feel that further attention to nursing education is also essential.

This Program was started in 1946. Students were admitted by joint action of the Committee on Admissions at Radcliffe and the Committee on Admissions to the Coordinated Program of the Massachusetts General Hospital School of Nursing. After ten years, the Coordinated Program was reviewed and the Hughes Report was published in 1957. Recommendations were acted upon which changed the administrative policies and the curriculum. The program is frequently referred to as the Radcliffe Program and at one time a committee concerned with the development of it was active.

At this point, the Chairman of the Advisory Council interpolated the request that, if such a committee was again formed under Harvard auspices, a member of this Council would be one of the representatives. Miss Sleeper expressed regret that the Chairman's request could not be honored and explained that the diploma (three-year school) program for which the Advisory Council served must be kept separate from any plan of study set up in a university.

Miss Perkins proceeded to give an overall picture of the program as it is currently set up. One of the major changes instituted in 1959, was to plan the curriculum for students who had graduated from a liberal arts college with a B.A. degree. The one academic requirement is one year of college general chemistry or its equivalent. The program is now two years and three months in length.

Students enrolled to enter June 1963 and students in the program bring the total to twenty-one. An increase in applicants and those appointed has occurred since the change in curriculum was instituted. Among the colleges represented are Radcliffe - 6, Wellesley - 6, Mt. Holyoke - 2, Smith - 2, Wilson - 1, Colby - 1, Middlebury - 1, University of Massachusetts - 1, and Bucknell - 1.

More than half of the students come directly from college. Those who have been graduated one or more years show:

two came after one year

two came after two years

four came after more than two years.

All of the students in this group have been employed.

The ages range from 32 years to 21 years with the majority in the 22-21 group.

It has been increasingly possible to select good candidates. In the main, they do not need financial help.

The students in both the first and second years of the program find that they must study as hard or harder than they had to at college. Their interest and morale are heightened by the many opportunities to use their knowledge in the care of patients.

One aspect of the curriculum which has been developed most significantly since the new program went into effect is that which deals with Family and Community Health. Opportunities to see community agencies in operation and to hear outstanding speakers are made available for the students in every term. Thus, by the time the students have their public health nursing field experience, they are acquainted with many resources.

Difficulties are being encountered in placing students for this field experience because of the great number of students in baccalaureate programs in Boston all of whom must have this experience as part of their program. Since the Coordinated Program can not be accredited in its present organizational structure and as the size of the classes increase, we find it very difficult to get field placements. The Visiting Nurse Association of Boston has been most helpful in recognizing the dilemma and in providing its support through 1964.

The strength of progress in an educational program in Nursing stems from two main sources (1) well prepared faculty and (2) students with the ability to deal with the broadest and deepest concepts of Nursing. The calibre of the student is a challenge to the experienced instructors. One problem which exists is the large number of part-time faculty which must be used who can make little or no contribution to the program or faculty as a whole. All of the instructors are well prepared and approach their teaching creatively. Every effort is being made to help the students learn the principles on which to base action.

Graduates of the program since 1960 have entered public health nursing, two with the Boston Visiting Nurse Association, and two are members of a research team at the Harvard School of Public Health.

Students express interest in becoming clinical experts in Nursing rather than in teaching or administration. All three functions are needed in Nursing of today.

Miss Perkins is convinced of the need for college women in the nursing field to help raise the standards in every dimension.

At the conclusion of Miss Perkins' talk, Miss Dempsey of the Visiting Nurse Association spoke out. She confirmed the excellent calibre of the Coordinated Program student from her experience with them but she felt the need of giving a warning concerning possible discontinuance of student placement with her agency. The Visiting Nurse Association has the problem of too numerous requests from other nursing educational programs which are accredited and which have increasing numbers of students to be placed. Visiting Nurse Association has been accepting the Coordinated Program student on the understanding that the Program was developing toward accreditation. Accreditation status must be realized in the near future if the acceptance of students is to continue. Miss Perkins acknowledged the existence of this problem and when asked what publicity the Coordinated Program enjoyed, she replied that they are hesitant to publicize or to send out a brochure when the Program is not accredited. The Program is a very expensive one to administer and its control by a college would appear to be the desirable solution to the problem.

COORDINATED PROGRAM CONDUCTED BY RADCLIFFE COLLEGE
AND THE M.G.H. SCHOOL OF NURSING

Origin

Established as a joint venture by Radcliffe College and the M.G.H. School of Nursing. First students enrolled in 1946.

Objective

To provide, for a student who has already chosen her vocation, a well rounded liberal education with full scope for intellectual interests, and opportunity to develop an awareness of social responsibility as a citizen. To coordinate with the liberal arts study beginning courses in nursing, and the requisite courses in physical, biological and social science, and to follow the college study with a nursing program abreast of the newest developments and sound practices in nursing education and medical science.

Control and Administration

The administrative control of the coordinated program shall be equally the responsibility of the Council of Radcliffe College and the Board of Trustees of the Massachusetts General Hospital. There shall be a Joint Committee composed of three members of the Radcliffe Trustees and the President of Radcliffe College and three members of the Board of Trustees of the M.G.H. and the General Director of the Hospital.

The function of this Committee shall be (1) to visit the College and School of Nursing, (2) to consider problems of policy and to refer to the controlling Boards (Council of Radcliffe College and Trustees of M.G.H.) matters requiring Board action, (3) to make annual reports to the Boards including recommendations for continuing development of a coordinated program.

There shall be an Administrative Committee (responsible to the Joint Committee) composed of three representatives of Radcliffe College, appointed by the President, and three representatives of the School of Nursing appointed by the General Director of the Hospital. The function of this Committee shall be (1) to set up the program for approval by the College Council and Hospital Board of Trustees, (2) to maintain a continuing plan for the study of the program, (3) to carry on general administrative details which require coordinated action, (4) to act as a joint admission and scholarship committee.

Program

Planned and taught separately from the standard three-year program by instructors assigned to this program only.

Based upon sciences studied during college years and at M.G.H. summer session.

Objectives

Established as a joint venture by Adelphi College and the A.A.N. School of Nursing. These students enrolled in 1966.

Objectives

To provide for a student who has already chosen his vocation, a well rounded liberal education with this scope for intellectual maturity and responsibility in developing an awareness of social responsibilities as a citizen. To combine with the liberal arts with beginning courses in nursing, and the practical courses in physical, biological and social sciences, and to follow the college study with a nursing program designed to develop professional and social positions in nursing education and medical research.

Control and Administration

The administrative control of the nursing program shall be jointly the responsibility of the Council of Adelphi College and the Board of Trustees of the Massachusetts General Hospital. There shall be a joint committee composed of three members of the Adelphi Trustees and the President of Adelphi College and three members of the Board of Trustees of the M.G.H. and the General Hospital.

The function of this committee shall be (1) to select the College and School of Nursing, (2) to conduct the affairs of the College and School of Nursing, (3) to conduct the affairs of the Hospital and Trustees of M.G.H., the committee shall be responsible for the annual reports to the Board of Trustees of the Hospital, (4) to select the nursing program for continuing development of a nursing program.

There shall be an Administrative Committee responsible to the joint committee composed of three representatives of Adelphi College, three representatives of the Trustees, and three representatives of the Hospital. The function of this committee shall be (1) to set up the program for approval by the College Council and Hospital Board of Trustees, (2) to maintain a continuing plan for the study of the program, (3) to carry on general administrative details which require coordinated action, (4) to act as a joint education and scholarship committee.

Program

Planned and taught separately from the standard three-year program by instructors employed in this program only.

Based upon advances studied during college years and at M.G.H. summer sessions.

During Radcliffe years

Concentration of student's choice, including courses in general chemistry, biology, sociology and child psychology.

School of Nursing program

One course, one three-hour afternoon, for six semesters - introduction to nursing, microbiology, nutrition.

Two summer sessions, one in science, one in nursing.

Two calendar years full time in the School of Nursing. Experience at Boston Lying-in, Children's, McLean, Veterans Tuberculosis Hospital, and Visiting Nurse Service of Boston. Instructors for these courses accompany students to these special hospitals.

Students

Admissions procedure

Applications submitted both to Radcliffe College and the M.G.H. School. Nursing School appointments made after decision of Committee on Admissions at Radcliffe.

Numbers

Between 1946 and 1959 inclusive 98 students were admitted; 18 were graduated.

Attrition

As the attrition occurred for the most part during the College years, and as the College program was in no way impaired by the students' attention to nursing studies, the loss was almost entirely from the School of Nursing.

Few students left before completing the degree requirements at Radcliffe College.

Causes for attrition

Length of program - 6 years.

Too early choice of career - pre-college.

Lack of relationship between College and School of Nursing, as shown in:

Educational philosophy

College relationships to School of Nursing

Lack of College recognition for courses taken in Nursing School

Total separation of all activities.

Causes for attrition (cont.)

Student interests

- a) Change of interest from adolescent interest in nursing to mature choice stimulated by exposure to wealth of opportunities in college.
- b) Desire for a degree in recognition of post-baccalaureate study as women received in other fields.
- c) Wish to continue college and university relationships.

Accreditation

Nursing programs are accredited by the National Nursing Accrediting Service, the professional accrediting association for nursing. This body works closely with the New England Association of Colleges and Secondary Schools.

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More important is the fact that many nurses with broad preparation wish to work in Public Health Nursing. The employment standards of many agencies require graduation from a university or college nursing program accredited for Public Health Nursing.

One graduate of the Coordinated Program was refused a position in a Public Health Agency.

Trend since 1959

As a result of the low admission rate and the high attrition, it was decided in 1959 to discontinue admissions through Radcliffe and to admit acceptable graduates of any approved liberal arts college.

From 1948 until 1959 the Coordinated Program offered instruction to the Simmons College students in Nursing. As these students were younger, both chronologically and academically, their approach was of necessity different. As the ratio of students was approximately 1 Radcliffe to 6-8 Simmons, the teaching was focused more on Simmons and less on Radcliffe.

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Advantages in plan initiated in 1959 which admits only the graduate of the Liberal Arts colleges including Radcliffe.

Young woman makes choice later in her career planning, when she has more knowledge of career possibilities and her own potentials.

Applicant comes to nursing with a broader education because the entire college program is completed.

More mature students are enrolled now, firm in choice of career and ready to settle into the program.

Less loss of enrollment because of marriage or change of career choice.

Broader pool of applicants (several colleges versus one) provides more students and still allows for adequate selection.

Selection of applicants for nursing is more valid because of applicant's maturity.

1-1-1967

Very much better than in the past, but the new

method of control is not yet perfect.

There is still a long way to go in the control of

the disease.

The control of the disease is still a long way

from being perfect.

COORDINATED PROGRAM CONDUCTED BY RADCLIFFE COLLEGE
AND THE M.G.H. SCHOOL OF NURSING

Origin

Established as a joint venture by Radcliffe College and the M.G.H. School of Nursing. First students enrolled in 1946.

Objective

To provide, for a student who has already chosen her vocation, a well rounded liberal education with full scope for intellectual interests, and opportunity to develop an awareness of social responsibility as a citizen. To coordinate with the liberal arts study beginning courses in nursing, and the requisite courses in physical, biological and social science, and to follow the college study with a nursing program abreast of the newest developments and sound practices in nursing education and medical science.

Control and Administration

The administrative control of the coordinated program shall be equally the responsibility of the Council of Radcliffe College and the Board of Trustees of the Massachusetts General Hospital. There shall be a Joint Committee composed of three members of the Radcliffe Trustees and the President of Radcliffe College and three members of the Board of Trustees of the M.G.H. and the General Director of the Hospital.

The function of this Committee shall be (1) to visit the College and School of Nursing, (2) to consider problems of policy and to refer to the controlling Boards (Council of Radcliffe College and Trustees of M.G.H.) matters requiring Board action, (3) to make annual reports to the Boards including recommendations for continuing development of a coordinated program.

There shall be an Administrative Committee (responsible to the Joint Committee) composed of three representatives of Radcliffe College, appointed by the President, and three representatives of the School of Nursing appointed by the General Director of the Hospital. The function of this Committee shall be (1) to set up the program for approval by the College Council and Hospital Board of Trustees, (2) to maintain a continuing plan for the study of the program, (3) to carry on general administrative details which require coordinated action, (4) to act as a joint admission and scholarship committee.

Program

Planned and taught separately from the standard three-year program by instructors assigned to this program only.

Based upon sciences studied during college years and at M.G.H. summer session.

During Radcliffe years

Concentration of student's choice, including courses in general chemistry, biology, sociology and child psychology.

School of Nursing program

One course, one three-hour afternoon, for six semesters - introduction to nursing, microbiology, nutrition.

Two summer sessions, one in science, one in nursing.

Two calendar years full time in the School of Nursing. Experience at Boston Lying-in, Children's, McLean, Veterans Tuberculosis Hospital, and Visiting Nurse Service of Boston. Instructors for these courses accompany students to these special hospitals.

Students

Admissions procedure

Applications submitted both to Radcliffe College and the M.G.H. School. Nursing School appointments made after decision of Committee on Admissions at Radcliffe.

Numbers

Between 1946 and 1959 inclusive 98 students were admitted; 18 were graduated.

Attrition

As the attrition occurred for the most part during the College years, and as the College program was in no way impaired by the students' attention to nursing studies, the loss was almost entirely from the School of Nursing.

Few students left before completing the degree requirements at Radcliffe College.

Causes for attrition

Length of program - 6 years.

Too early choice of career - pre-college.

Lack of relationship between College and School of Nursing, as shown in:

Educational philosophy

College relationships to School of Nursing

Lack of College recognition for courses taken in Nursing School

Total separation of all activities.

General Information

Organization of the school, including courses in general education, science, technology and child psychology.

School of Nursing

The school, the American Nurses Association, for all nurses - 1970-1971. School of nursing, technology, medicine.

The school, the American Nurses Association, for all nurses - 1970-1971.

The school, the American Nurses Association, for all nurses - 1970-1971. School of nursing, technology, medicine. The school, the American Nurses Association, for all nurses - 1970-1971.

Appendix

Appendix A

Appendix A: School of nursing, technology, medicine. The school, the American Nurses Association, for all nurses - 1970-1971.

Appendix B

Appendix B: School of nursing, technology, medicine. The school, the American Nurses Association, for all nurses - 1970-1971.

Appendix C

Appendix C: School of nursing, technology, medicine. The school, the American Nurses Association, for all nurses - 1970-1971.

Appendix D: School of nursing, technology, medicine. The school, the American Nurses Association, for all nurses - 1970-1971.

Appendix E

Appendix E: School of nursing, technology, medicine. The school, the American Nurses Association, for all nurses - 1970-1971.

Appendix F: School of nursing, technology, medicine. The school, the American Nurses Association, for all nurses - 1970-1971.

Appendix G: School of nursing, technology, medicine. The school, the American Nurses Association, for all nurses - 1970-1971.

Appendix H: School of nursing, technology, medicine. The school, the American Nurses Association, for all nurses - 1970-1971.

Appendix I: School of nursing, technology, medicine. The school, the American Nurses Association, for all nurses - 1970-1971.

Appendix J: School of nursing, technology, medicine. The school, the American Nurses Association, for all nurses - 1970-1971.

Appendix K: School of nursing, technology, medicine. The school, the American Nurses Association, for all nurses - 1970-1971.

Causes for attrition (cont.)

Student interests

- a) Change of interest from adolescent interest in nursing to mature choice stimulated by exposure to wealth of opportunities in college.
- b) Desire for a degree in recognition of post-baccalaureate study as women received in other fields.
- c) Wish to continue college and university relationships.

Accreditation

Nursing programs are accredited by the National Nursing Accrediting Service, the professional accrediting association for nursing. This body works closely with the New England Association of Colleges and Secondary Schools.

The criteria established for degree programs in nursing specify that an accredited nursing program must be under the control of a college or university. The Coordinated Program could not therefore be accredited.

American educators, especially secondary school counselors, are much concerned with standards of programs to which girls are referred. Lack of accreditation may have influenced enrollment.

More important is the fact that many nurses with broad preparation wish to work in Public Health Nursing. The employment standards of many agencies require graduation from a university or college nursing program accredited for Public Health Nursing.

One graduate of the Coordinated Program was refused a position in a Public Health Agency.

Trend since 1959

As a result of the low admission rate and the high attrition, it was decided in 1959 to discontinue admissions through Radcliffe and to admit acceptable graduates of any approved liberal arts college.

From 1948 until 1959 the Coordinated Program offered instruction to the Simmons College students in Nursing. As these students were younger, both chronologically and academically, their approach was of necessity different. As the ratio of students was approximately 1 Radcliffe to 6-8 Simmons, the teaching was focused more on Simmons and less on Radcliffe.

In 1959 Simmons withdrew, and now supplies its own instructors. The level of teaching in the Coordinated Program has been raised, students find challenge and have become our best recruiters.

Advantages in plan initiated in 1959 which admits only the graduate of the Liberal Arts colleges including Radcliffe.

Young woman makes choice later in her career planning, when she has more knowledge of career possibilities and her own potentials.

Applicant comes to nursing with a broader education because the entire college program is completed.

More mature students are enrolled now, firm in choice of career and ready to settle into the program.

Less loss of enrollment because of marriage or change of career choice.

Broader pool of applicants (several colleges versus one) provides more students and still allows for adequate selection.

Selection of applicants for nursing is more valid because of applicant's maturity.

COORDINATED PROGRAM
RADCLIFFE COLLEGE - MASSACHUSETTS GENERAL HOSPITAL SCHOOL OF NURSING

Schedule of Tuition Charges
1962 - 1963

Terms	Courses	Tuition	Lab Fees
I Summer Term 8 Wks.	1. Human Anatomy & Physiology 2. Organic & Biochemistry	\$ 100.00 100.00	\$ 25.00 10.00
II Fall Term 16 Wks.	3. Foundations of Nursing I 4. Social & Behavioral Sciences 5. Microbiology & Introduction to Pathology 6. Principles of Nutrition	150.00 60.00 75.00 45.00	25.00 - 10.00 -
Payable June 1, or before - (Deduct advance deposit on tuition)		\$ 530.00	\$ 70.00
<u>Clinical Period</u>			
III Winter & Spring Term 28 Wks.	1. Foundations of Nursing II 2. Medical-Surgical Nursing	\$ 30.00 450.00	- 35.00
Payable December 1, or before -		\$ 480.00	\$35.00
IV Summer Term 12 Wks.	3. Psychiatric Nursing 4. Principles of Learning & Teaching	\$ 230.00 30.00	\$ 15.00 -
V Fall Term 12 Wks.	5. Maternity Nursing 6. Growth & Development	\$ 230.00 30.00	\$ 15.00 -
Payable June 1, or before -		\$ 520.00	\$ 30.00
VI Winter Term 12 Wks.	7. Nursing of Children 8. Family & Community Health	\$ 230.00 30.00	\$ 15.00 -
VII Spring Term 12 Wks.	9. Public Health Nursing 10. Science of Public Health	230.00 30.00	15.00 -
VIII Summer Term 10 Wks.	11. Advanced Clinical Nursing 12. Foundations of Nursing II	170.00 30.00	15.00 -
Payable December 1, or before		\$ 720.00	\$ 45.00
TOTALS -		\$2,250.00	\$180.00
TOTAL FOR PROGRAM -		<u>\$2,430.00</u>	

This schedule of tuition charges is applicable to the period 1962-63 only. The schedule above is subject to change when circumstances make it essential. The Coordinated Program will give as much notice of changes as possible.

SUGGESTED CURRICULUM PATTERN
For A
NURSING PROGRAM
In A
COLLEGE or UNIVERSITY

I. Entrance Requirements

A. Bachelor's degree	B.A.		<u>Sem. Hrs.</u>	
(Courses				
(Required	-	Chemistry	- 2 courses	6 - 8
		Biology	- 1 course	4 - 6
		Psychology	- 1 course	3 - 4
		Sociology	- 1 course	3 - 4
		Anthropology	- 1 course	3 - 4

B. Recommended Broad liberal arts background.

II. Content

A. The Individual and Health

1. Concurrent

Anatomy ; Physiology ; Biochemistry.

Personality Growth and Development (Birth to Aged)

Man, Society, and Culture

2. NURSING I.: a) Fundamentals of Nursing of Adults and Children: Theory and Field Experience

1. Individual health assessment, maintenance, and promotion including principles of interviewing, principles of learning and teaching, principles of nutrition.
2. Community services for maintenance and promotion of physical and mental health
3. Dynamics of interpersonal relationships
4. Nursing measures that contribute to restoration and maintenance of health

3. NURSING II: a) The Family in the Reproductive Cycle: Theory and Field Experience

1. Preparation for Family Life
2. Maternity Nursing

COLLEGE OF NURSING
IN A
NURSING PROGRAM
FOR A
BACHELOR'S DEGREE

I. Entrance Requirements

A. Bachelor's degree

Gen. Ed.

Chemistry	- 2 courses	2 - 3
Physics	- 1 course	1 - 2
Psychology	- 1 course	3 - 4
Sociology	- 1 course	3 - 4
Anthropology	- 1 course	3 - 4

(Courses
Required)

Broad liberal arts background.

B. Recommended

II. Content

A. The Individual and Health

1. Development

Anatomy; Physiology; Biochemistry.

Personality Growth and Development (Birth to Death)

Sex, Society, and Culture

B. NURSING I: a) Fundamentals of Nursing of Adults and Children: Theory and Field Experience

1. Individual health assessment, maintenance, and promotion including principles of interview, observation, history, and physical; principles of nursing.

2. Community services for maintenance and promotion of physical and mental health.

3. Principles of interprofessional relationships.

4. Nursing research that contributes to professional and maintenance of health.

B. NURSING II: a) The Family in the Home: Theory and Field Experience

1. Preparation for family life.

2. Family Nursing.

B. The Individual in Illness or With a Handicap

1. Concurrent:

- a) Microbiology
- b) Reactions to disease, injury, and stress
- c) Human Relations in Social Organization
- d) Historical and Contemporary Developments in Nursing

2. NURSING III: a) Mental Health and Psychiatric Nursing, Theory and Field Experience

3. NURSING IV: a) Medical-Surgical Nursing of Adults and Children, Theory and Field Experience

1. Acute and Chronic conditions

2. Rehabilitation

C. Family and Community Health

1. Public Health Science

- a. Principles of Epidemiology
- b. Introduction to Biostatistics

2. NURSING V: a) Public Health Nursing, Theory, and Field Experience

Concurrent:

Contemporary Issues in the Health Professions

D. Professional Leadership in Nursing Care

Leadership Responsibility in Nursing

Seminar: Techniques of Investigation

NURSING VI: Advanced nursing theory and experience in field of student's choice

Thesis dealing with an aspect of nursing

Miss Sleeper

12/65

COORDINATED PROGRAM-MASSACHUSETTS GENERAL HOSPITAL SCHOOL OF NURSING

Materials prepared by Sylvia Perkins

Rockefeller Foundation

- Suggestions for a
Post-Baccalaureate Program in Nursing

-1-

Health, social and economic problems confronting the health professions make it imperative that every group but especially medicine, medical social work, and nursing have members with a scholarly approach to the solution of these problems.

Nursing is the only group in which 80% of the practitioners have their advanced education based on high school education only.

Even the faculties in most schools of nursing do not constitute a "community of scholars;" while they hold degrees, they have been taught by nurse educators who were not scholars and have rarely been exposed to them in other disciplines.

Leadership in nursing is lacking numerically, educationally, and tactically.

Needs

At least four centers in United States of America with geographical distribution (East, West, Midwest, South) in university centers.

Purposes:

1. To establish in a community of scholars where intensive study and research are carried on, bases where
 - (a) college women of high calibre and promise for the health professions may have the benefits of interdisciplinary approach to the study of nursing;
 - (b) sound programs based on a B.A. degree lead to nursing which will be designed to serve as base for preparation for leadership positions in
 - (1) clinical and public health nursing, nursing research
 - (2) nursing education - all levels and research
 - (3) nursing administration - all levels and research.
2. To afford the opportunity for a common core of material to be taught on an interdisciplinary basis for

{	doctors
	social workers
	nurses

CURRICULUM PATTERN

- Year #1
1. Based on entrance requirements suitable for intensive study of:
 - a. The functioning of the human being
 - (1) in physiological homeostasis
 - (2) in social situations requiring no inordinate adjustments
 - (3) as a learner, informal and formal settings.
 - b. The organization of communities
 - (1) historical, socio-economic structuring of rural and urban centers United States of America
 - (2) character and organization of health care
 - (3) epidemiological study of communities.
 - c. The research method
 - (1) statistics (if not entrance requirement)
 - (2) case method of analysis of situations requiring action by health team members - interdisciplinary
 - (3) analytical approach to nursing situations
 - (a) Health maintenance in community
 - (b) Provisions for various age groups
 - (c) Group dynamics in community agencies and between agencies.

12 months including short vacations -
With courses including field observations
All emphases are on the non-pathological.

Courses: - not necessarily discreet
Human anatomy and Physiology; Biochemistry

{ Human growth and development
Embryology - all age periods - death
Cultural Anthropology -
Culture, society, and the individual
Theories of Personality
The Learning Process, Motivation et al
The Family

{ Community organization and agencies concerned with
provision of health and welfare: historical
development; federal, state, and city legislation
or regulations
The Economics of Health and Medical Care
The Health Professions - preparation of workers,
functions and functioning, interrelationships.
Tools: Interviewing, Counseling, and others.
Case Method - introduction to and use of in the above
context

Year VI

1. Based on entrance requirements suitable for intensive study of:
- a. The functioning of the human being
 - (1) in physiological homeostasis
 - (2) in social situations requiring no inordinate adjustments
 - (3) as a learner, informal and formal settings.
 - b. The organization of communities
 - (1) historical, socio-economic structuring of rural and urban centers United States of America
 - (2) character and organization of health care
 - (3) epidemiological study of communities.
 - c. The research method
 - (1) statistics (if not entrance requirement)
 - (2) case method of analysis of situations requiring action by health team
 - (3) analytical approach to nursing situations
 - (a) Health maintenance in community
 - (b) Provisions for various age groups
 - (c) Group dynamics in community agencies and between agencies.

12 months including short vacations -
With courses including field observations
All emphasis are on the non-pathological.

Courses: - not necessarily dissected
Human anatomy and physiology; Biochemistry

Human growth and development
Embryology - all age periods - death
Cultural Anthropology -
Culture, society, and the individual
Theories of personality
The Learning Process, Motivation et al
The Family

Community organization and agencies concerned with
provision of health and welfare: historical
development; federal, state, and city legislation
or regulations
The Economics of Health and Medical Care
The Health Professions - preparation of workers,
functions and functioning, interrelationships,
tools: interviewing, counseling, and others.
Case Method - introduction to and use of in the above
context

Year #1 Family Health Maintenance - Physical, Psychological, Social

Husband and father - safety programs - industrial aspects
health maintenance
role of father in mental health of family
community associations

Wife and mother - home safety
health maintenance
child-bearing; child-rearing
role of mother in mental health of family
community associations

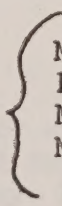
Husband and wife - marital relationships -
healthful, wholesome
planned (or unplanned) parenthood
interrelationships -
family mental health

Children - safety and accident prevention
health maintenance
growth and development -
physical, psychological, social
learning and school adjustments
sibling adjustments
children and mental health of family
community associations

Nursing -

Family health counseling and teaching
Maternal and child nursing in health

Year #2

1. Human adjustments to injury:
Physical, bacteriological, chemical, et al
psychological, social.
The body when homeostasis is threatened or upset.
The body responses to injuries.
The human being's responses to injury, disease, psychological, social,
and cultural impact.
 2. The roles of nurses in detecting, observing, and communicating about needs
of human beings in situations where health and for functioning are
threatened or disturbed.
 3. The sphere and functions of the doctor acting on data received:
diagnosing, treating, collaborating, teaching, researching.
 4. The cooperative functioning of members of the health team (i.e., R.N.,
social worker) in any setting.
 5. Common health/illness problems
physical and mental
nature of the illness - incidence, course, treatment, follow-up
nursing care of
children
adults → aged
 6. Teaching health/illness care to family members and groups at home and in
agencies.
 7. Leadership principles for small groups in community agencies.
 8. Historical development of the health professions:
Medicine and Public Health, Medical Social Work, and Nursing.
The preparation of practitioners; of leaders
The development of the field
The evolution of education
 9. Contemporary Health Professions
 - a. Aims and purposes
 - b. Standards and ethics
 - c. Community of problems
 - d. Problems unique to each
 - e. Challenges of the future
- 

Medicine
Public Health
Medical Social Work
Nursing

COORDINATED PROGRAM
RADCLIFFE COLLEGE - MASSACHUSETTS GENERAL HOSPITAL SCHOOL OF NURSING

THE EDUCATIONAL SETTING

The communities

Massachusetts provides from the beginning of its history, rare and deep interest in the improvement of the conditions of man through education, by efforts to provide a healthier environment, and by the development of institutions devoted to the care of the physically and mentally sick, the socially and economically bereft.

In Cambridge and Boston alone, the colleges and universities, the private and public libraries, the museums of Fine Arts and Science, the theaters, and the world-renowned Boston Symphony Orchestra suggest the wealth of opportunities for a person to expand and deepen her education and her special interests.

There are innumerable churches, many of them with active groups of college age. An examination of the best of social agencies in these communities shows how many groups may be tapped by the knowledgeable nurse as she seeks to suggest answers to the questions of her patients. The departments of health and welfare, the publicly and privately supported hospitals, the homes and schools for the sick and handicapped form a most impressive aggregate.

Of the famous medical schools in the area, the association of this program is with the Harvard Medical School through the scientists and members of the medical profession on the staff of the agencies selected by the faculty of the Coordinated Program from among the excellent clinical facilities utilized for the teaching of students of medicine and of nursing.

The Clinical Facilities

All of the clinical agencies used for experiences in nursing care are those utilized by the Harvard Medical School. The chiefs of the Departments of Medicine, Surgery, Pathology, Psychiatry, Obstetrics, Pediatrics, and the like are professors on the faculty of the medical school. Doctors who teach in the Coordinated Program are on the staff of each hospital and also may be on the faculty of the Harvard Medical School.

The Massachusetts General Hospital, founded in 1811, is the oldest general hospital in New England and the third oldest voluntary hospital in the United States. Since the beginning, it has pioneered in the treatment and care of the patient, in the field of education, and in research. In addition to the thousands who have been cared for

during the last century and a half in this hospital, millions all over the world have been affected by some of the discoveries which have been painstakingly worked out at the Massachusetts General Hospital. In 1846, the first public demonstration of the use of ether to produce surgical anesthesia was held here in the room now used for a lecture hall for doctors and nurses. One recent contribution is the use of atomic medicine in the diagnosis and treatment of tumors.

The professional staff includes more than 500 doctors and 300 graduate nurses who make it possible together with other members of professional groups and 1900 employees, the services to 900 patients. Medical Social Service as it is now conceived originated here. Patients are given care in the wards or private pavilions, in the out-patient department, and in the offices of the staff associates for a great variety of conditions which may be treated medically, surgically, by the help of a psychiatrist, radiologist, or other specialists.

For the first year, students in the Coordinated Program have the courses that provide the foundation for nursing care and some of the experiences that help them to become prepared in the care of medical and surgical patients. In the last term of the program, students return to the Massachusetts General Hospital for nursing of medical - surgical patients who present more difficult problems of care. An understanding of the role of the graduate professional nurse as a leader in the care of patients is implemented at this time.

Observations are provided at the Massachusetts Eye and Ear Infirmary which has made unique contributions to the care of its patients and to research.

The areas of beginning competence for the graduate of a college program of nursing are, in addition to medical - surgical nursing, psychiatric nursing, maternity nursing, nursing of children, and public health nursing. Concepts basic to public health nursing form a part of the total curriculum.

The McLean Hospital, a division of the Massachusetts General Hospital, affords experience in the care of patients with mental illnesses. A private institution located in the beautiful countryside of Belmont, it has a significant history of its own. When the care of the "Insane" was most reprehensible, public-spirited and enlightened citizens saw the need to establish a hospital for these patients as even of greater importance than that for a general hospital. McLean was the first hospital in New England established for the care of the mentally ill. It has given humane and successful treatment and achieved national recognition for its role in research. The McLean Hospital School of Nursing was established in 1882, the world's first formally organized school of nursing in a mental hospital. While its program includes the major areas of care, special emphasis is placed on the skills needed in giving psychiatric nursing care.

The Boston Lying-In Hospital, an independently organized agency, is one of the seven major teaching hospitals of the Harvard Medical Center where doctors and nurses are trained in obstetrics and gynecology. This hospital affords an out-patient or clinic service and gives care to clinic and private patients. It maintains a superior standard of technical care for women and infants. It has pioneered in exceedingly important research. While it does not provide a complete curriculum for students admitted to a school of its own, it is the center for the teaching of maternity nursing for students in programs using agencies associated with the Harvard Medical School. When it is realized that the risk of child-bearing has been decreased some five-fold in the United States in about twenty-five years beyond earlier achievements, it becomes evident that the efforts of well-educated doctors and nurses working together have made another great contribution. Further challenges remain.

The Children's Hospital Medical Center, is a complex of agencies devoted to the care of the various needs of children, to education, and to research. Established in 1869 as the Children's Hospital, it was one of the early institutions whose founders realized that the existing hospitals did not make suitable provision for the needs of children which are not identical with those of adults. Its continually expanding services show the depth and breadth of this understanding. By 1889, a school was established which provided a full educational program in nursing. This school and its graduates remain among the most respected in the area. The faculty of the Coordinated Program are privileged to have their students receive pediatric experience in this setting. While the Massachusetts General Hospital has a pediatric service, the clinical facilities are utilized completely by the students in the Massachusetts General Hospital School of Nursing. A range of adequate clinical experience in every field is essential to each program. The program of teaching at the Medical Center includes undergraduate and graduate students from Harvard Medical School, from other schools of nursing, and in allied professional fields which have to do with the care of children.

The Visiting Nurse Association of Boston has its own significant history. In 1961 it celebrated 75 years of providing professional nursing care and health instruction to patients and families in their homes. It provides for the instruction of the students enrolled in college programs of nursing together with the faculty members of these programs.

With the present changes in the health picture from the paramount need for prevention of communicable diseases and care of people suffering from them to service in the care of the mentally ill, the aged, and those needing rehabilitation for myriad reasons, today's challenge increases. While once the public health nurse was thought to serve only the poor or destitute, her care and advice are sought by people of every economic and social plane. Like illness, she avoids no one. Her ability to comfort, instruct, to suggest is of paramount value for any who have needs.

This agency is not tax-supported but is a private, voluntary organization which saves money for the community by performing these functions and charging appropriate fees.

As in all other areas of nursing, participation in research studies has become of paramount significance. The V.N.A. played a major role in the three-year demonstration project for physical therapy to arthritis patients in their homes on behalf of the New England Arthritis and Rheumatism Foundation. Another continuing study is that of Carbohydrate Metabolism in Pregnancy at Boston City Hospital and Boston Lying-In Hospital.

In such an agency, the college graduate nurse is challenged to utilize every area of her education to help people of varied backgrounds.

The Health Department of the City of Boston serves over 800,000 people. The activities usually associated with a health department such as collection of vital statistics, communicable disease control, public health nursing, environmental sanitation, diagnostic laboratory aservices, health education, child health and dental health services are carried out under the leadership of a health commissioner and the public health council. In recent years, to many of these services new features have been added, such as poliomyelitis immunization, orthodontic dental services, and specific case finding programs for tuberculosis.

The health department is cognizant of the multiplicity of factors affecting the citizens within its jurisdiction and has expanded its responsibilities beyond the traditional functions indicated above. As a result, programs are now underway or being developed in mental health, geriatrics, and accident prevention.

The student's field experience with the health department is understandably focused on the public health nursing services. Child health supervision, school nursing, communicable disease nursing, and convalescent homes are among the activities in which the student participates.

INTRODUCTION

The history of the Coordinated Program may be divided into two phases. The original plan was arrived at by the joint agreement of Radcliffe College and the M G H School of Nursing. The program was designed so that students admitted to Radcliffe College who indicated that they wished to enroll in Nursing were appointed also by the school of nursing. Preclinical courses were to be completed during the four college years by the use of some summer terms, by having the students study General Chemistry and Human Growth and Development at the college, and by giving at the School of Nursing one course or two half-courses in each academic year. One basic tenet held by all concerned was adhered to consistently. No requirement of the nursing program interfered with the study of her chosen concentration to any student. Diversity was anticipated; the choice of a science concentration was not fostered.

The planning of the nursing curriculum after 19-- was made more complex because of the decision to offer the Simmons College School of Nursing faculty the opportunity to share in the development of a college-level curriculum instead of continuing to have their students share instruction with the students in the diploma program of the MGH School of Nursing.

Term VII, - Spring, 10 weeks

17. Nursing of Children

18. Family and Community Health

19. Contemporary Professional Nursing

Term VIII - Spring, 12 weeks

20. Public Health Nursing

variation - 1 week

Term IX - Summer, 12 weeks

21. Advanced Clinical Nursing

22. Principles of Leadership

All Nursing courses including Family and Community Health have associated field experience.

COORDIANATED PROGRAM

RADCLIFFE COLLEGE-MASSACHUSETTS GENERAL HOSPITAL SCHOOL OF NURSING

CURRICULUM PLAN

Preclinical Period

- | | |
|--------------------------|---|
| Term I - Summer, 8 weeks | 1. Human Anatomy and Physiology
2. Organic and Biochemistry
<u>vacation - 2 weeks</u> |
| | |
| Term II - Fall, 16 weeks | 3. Foundations of Nursing I
4. Microbiology
5. Behavioral Science
6. Principles of Nurtrition
<u>vacation - 2 weeks</u> |

Clinical Period

- | | |
|------------------------------|--|
| Term III - Winter, 13 weeks | 7. Medical-Surgical Nursing
8. History of Medicine, Public Health,
and Nursing
<u>vacation - 1 week</u> |
| Term IV - Spring, 14 weeks | 9. Medical-Surgical Nursing
10. History of Medicine, Public Health,
and Nursing
<u>vacation - 2 weeks</u> |
| Term V, - Fall, 12 weeks | 11. Psychiatric Nursing
12. Family and Community Health
13. Contemporary Professional Nursing |
| Term VI - Winter, 10 weeks | 14. Maternity Nursing
15. Family and Community Health
16. Contemporary Professional Nursing
<u>vacation 2-weeks</u> |
| Term VII,- Spring, 10 weeks | 17. Nursing of Children
18. Family and Community Health
19. Contemporary Professional Nursing |
| Term VIII - Spring, 12 weeks | 20. Public Health Nursing
<u>vacation - 1 week</u> |
| Term IX - Summer, 12 weeks | 21. Advanced Clinical Nursing
22. Principles of Leadership |

All Nursing courses including Family and Community Health have associated field experience.

COORDINATED PROGRAM
RADCLIFFE COLLEGE - MASSACHUSETTS GENERAL HOSPITAL SCHOOL OF NURSING

TYPICAL CLINICAL WEEK

This pattern indicates the distribution of the 28 hours of scheduled activity per week. Variations will occur depending on the selection of learning experiences in the different agencies. Some classes may be held on days other than class days.

Mon.	Tues.	Wed.	Thurs.	Fri.
<u>Class day</u> Classes are scheduled on Mon. & Fri. between 1:30 & 4:30 usually P. M. Pre-Nursing conference- 1 hour	Clinical Experience Day Hours between 7 A.M. & 3 P.M. usually.	As Tuesday	As Tuesday P. M. Post Nursing conference- 2 hours	<u>Class day</u> Classes average 10-12 hours per week
Clinical experience averages 16-18 hours per week.				

5/63

MASSACHUSETTS GENERAL HOSPITAL SCHOOL OF NURSING

Information about the Coordinated Program

RADCLIFFE COLLEGE - MASSACHUSETTS GENERAL HOSPITAL SCHOOL OF NURSING
(prepared for the Advisory Council to the School)

I Costs of program to students		<u>Tuition</u>	<u>Lab. Fees</u>
<u>First Year</u>			
Term I	Human Anatomy and Physiology; Biochemistry	\$530.00	\$70.00
Term II	Foundations of Nursing I Microbiology Behavioral Science Principles of Nutrition		
Terms III and IV	Medical-Surgical Nursing History of Nursing	\$480.00	\$35.00
<u>Second Year</u>			
Term V	Psychiatric Nursing	\$520.00	\$30.00
Term VI	Maternity Nursing Family and Community Health A Contemporary Professional Nursing A		
Term VII	Nursing of Children Family and Community Health B Contemporary Professional Nursing B	\$720.00	\$45.00
Term VIII	Public Health Nursing		
Term IX	Advanced Clinical Nursing Principles of Leadership		
Totals		\$2,250.00	\$180.00

Annual fees summary:

Activities Fee:	\$20.00 x 2 = \$ 40.00
Health Fee :	15.00 x 2 = 30.00
Library Fee :	20.00 x 2 = 40.00
	<u>\$110.00</u>
Graduation Fee :	\$25.00 25.00
	<u>\$135.00</u>

Total Program Cost is \$2,565.00. The cost of uniforms is approximately \$200.00 and books \$125.00. Costs of commuting to field experiences must be planned for.

Students pay for room and meals if they live in the dormitory.

STATE OF NEW YORK

IN SENATE

January 1, 1901.

REPORT OF THE

COMMISSIONERS OF THE LAND OFFICE

IN RESPONSE TO A RESOLUTION PASSED BY THE SENATE

ON JANUARY 1, 1899.

ALBANY:

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II Plan

This program is 107 weeks in length with 10 weeks of vacation interspersed to a total of two years and three months.

Field experience averages 16 - 18 hours per week provided at the Massachusetts General Hospital (Terms III, IV and IX total of 39 weeks), at McLean Hospital (Term V - 10 weeks), at Boston Lying-In Hospital (Term VI-12 weeks), at Children's Hospital Medical Center (Term VII - 12 weeks), and either with the Visiting Nurse Association of Boston or the Health Department, City of Boston (Term VIII, 12 weeks).

The Coordinated Program has its own faculty members working with each class of students wherever they maybe. Field experience case supervisor is also supplied by the Visiting Nurse Association and the Health Department during Term VIII.

Class hours per week average 10 - 12 hours. Class days are usually utilized so that classes fall on Mondays and Fridays leaving three consecutive days for selected patient care experiences under the direction of the faculty of the Coordinated Program which totals

- (a) Preclinical Course Faculty - 4 part-time
- (b) Nursing Course Faculty - 6 full-time and
1 part-time

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COORDINATED PROGRAM
RADCLIFFE COLLEGE-MASSACHUSETTS GENERAL HOSPITAL SCHOOL OF NURSING

Considerations which affect curriculum development.

1. For a school of nursing to be approved and its students to be eligible to take State licensing examinations on the satisfactory completion of the program, the Massachusetts Board of Registration in Nursing adopted minimum standards for curriculum in July 1, 1963.

a. The basic curriculum which prepares nurses shall be not less than two academic years in length.

b. Curriculum areas shall include:

Area I Class and laboratory - 225 hours
Content from Sociology, Psychology, Human Relations,
Growth and Development, Communication Skills,
History of Nursing, Professional Trends and
Responsibilities

Area II Class and laboratory - 225 hours
Anatomy and Physiology, Chemistry, Physics,
Microbiology, Sanitation, Nutrition, Pharmacology.

Area III Class, Laboratory and Clinical Experience - 1060 hours
Subdivisions

A. Fundamentals of Nursing	- 90 hours
B. Medical-Surgical Nursing	600 - 600 hours
C. Maternal and Child Nursing	- 275 hours
D. Psychiatric Nursing	- 95 hours
Total minimum hours - - - - -	1510

Brightwater Bond

252545 CONTENT

It will be seen that at least two academic years are required by law to complete these minimum standards for which graduation from high school is one entrance requirement.

Any program must be designed with these requirements in mind.

Points related to planning a course leading to a baccalaureate degree with Radcliffe College or Harvard College.

1. To meet the requirements for the B.A. degree with the required concentration, it was found in 1946 that even one additional non-credit nursing course interfered with the college programs.
2. Students who attend Radcliffe are there for a liberal arts education.
3. The Hughes Report showed that interest in Nursing either did not exist for entering freshmen or if it did, except for one - four students annually, this interest was dissipated by various factors.
4. We realize that there is no way to meet both the requirements for a B.A. degree and even the minimum requirements for nursing in four years.
5. We do not believe the four-year programs leading to a B.S. in Nursing are educationally sound.

Points related to the present Coordinated Program.

1. The college or university has no responsibility for administration, organization, selection and appointment of faculty or students.
2. There are no full-time faculty members for the sciences.
3. The only course requirement for admission is one year of college general chemistry.

About one-half the applicants already graduated from college before considering nursing, have to pass the course before being appointed.

4. Those participating in the teaching see the need now for requirements in biology and more chemistry at least.
5. Students should probably arrive with background in psychology and sociology. In our experience, few graduates of liberal arts colleges study these subjects. There is need in the present curriculum for more than the two courses taught, i.e.,

- (1) Personality Growth and Development

- (2) Cultural Anthropology

As has been pointed out, the Department of Social Relations at Harvard appears to offer many courses of value.

6. Young women with liberal arts education should be prepared for the broadest potential participation in nursing
 - a. By the inclusion throughout the curriculum of preparation for public health nursing, additional dimensions have been provided. All graduates of accredited programs leading to a B.S. in Nursing have this preparation. In the Coordinated Program, we should be able to have appropriate teaching done by the faculty of the School of Public Health in the area of public health science to strengthen this background.
 - b. Faculty and students see the curriculum as preparing the nurse for the care of persons and families in the maintenance of health and in care and rehabilitation of the sick. The well educated, well prepared young woman in nursing should also be knowledgeable and have some experience in planning and directing nursing care in which others beside herself are involved in the nursing care of patients. More time and attention is seen to be needed here which is not presently available.

7. A review of the present curriculum pattern will reveal how the time is utilized.

(a) Two calendar years and two months are used.

First Year

Preclinical terms - at Massachusetts General Hospital

I	- 8 Weeks - Summer	Anatomy & Physiology	- 100 hours
		Organic & Biochemistry	- 100 hours
II	- 16 Weeks - Fall	Microbiology	- 60 hours
		Growth & Development	- 30 hours
		Cultural Anthropology	- 30 hours
		Principles of Nutrition	- 25 hours
		Foundations of Nursing	- 180 hours
III and IV	- 23 Weeks at Massachusetts General Hospital		
		Total Medical-Surgical Nursing	- 604.5 hours
		Class Hours	- 269
		Experience Hours	- 335.5

Vacations of one or two weeks are planned between terms

Second Year

V	- 10 Weeks at Boston Lying-In Hospital		
		Total Maternity Nursing	- 258 hours
		Class	- 92.5 hours
		Experience	- 165.5
VI	- 10 Weeks at McLean Hospital		
		Total Psychiatric Nursing	- 276 hours
		Class	- 120 hours
		Experience	- 156 hours
VII	- 10 Weeks at Children's Medical Center		
		Total Nursing of Children	- 257 hours
		Class	- 85 hours
		Experience	- 172 hours
VIII	- 12 Weeks - Visiting Nurse Association of Boston, Health Department, Boston		
		Total Public Health Nursing	- 343.5 hours
		Class	- 58.5 hours
		Experience	- 285
IX	- 10 Weeks - Massachusetts General Hospital		
		Total Medical-Surgical Nursing II	- 211 hours
		Class	- 33.5 hours
		Experience	- 177.5 hours

GRADUATION

CONCURRENT COURSES DURING CLINICAL TERMS

<u>Term</u>	<u>Course Title</u>	<u>Hours</u>
III - IV	Historical Foundations of Nursing	25
V - VI - VII	Contemporary Professional Nursing	25
	Family and Community Health	55
VIII	Public Health Science	15
IX	Principles of Leadership	15
	Nursing in Disaster	28

Pharmacology, Clinical Nutrition, Physics, and Sanitation
content is integrated in various courses.

<u>SUMMARY</u>	<u>Hours</u>
Preclinical Hours (Terms I and II)	325
Clinical and Public Health Hours (Terms III thru IX)	1950
Concurrent courses (Terms III thru IX)	163
Total Curriculum Hours	2438

COMMENTS:

1. The time period when nursing care experience is needed is to some extent dictated by the availability of suitable experience in the agencies. This is so because of the numbers of students in various programs who need similar experiences at approximately the same time of year and because of the flooding of agencies by students because of the limited agencies from which to choose. For example, Boston Lying-In Hospital for Maternity Nursing.
2. We will be confronted in 1965 with the policy of the Visiting Nurse Association of Boston that none but students of accredited nursing programs will be received for field experience. This decision was reached because more students in accredited college programs need the experience than can presently be accommodated. All other suitable agencies are being utilized similarly.
3. Because the student of nursing is seen to need some continuous, guided bedside instruction and experience in caring for patients, it has not seemed possible either to faculty or nursing service to have students move in and out of experience areas at will. This is both strength and a handicap. Freedom to design a curriculum that permits the utilization of experiences in a less stereotyped way would permit a different approach.
4. The essence of the appropriate development of the student nurse is seen to be the nursing care experience carefully selected by the nursing instructor in which she attempts to help the student derive specific objectives both by independent approach and by guided activity. This necessitates a very favorable ratio of well-prepared instructors to students in all practice areas. We do not meet this ratio after the first year. It has been stated that Harvard would only be

interested in an independent school of nursing in which the students numbered at least 100. The curriculum design is decidedly affected by the availability and preparation of the faculty and by the number of students enrolled.

Considerations related to a curriculum leading to a Master's degree.

1. The length of such a program will affect the number of applicants.
2. It has been pointed out that two academic years of nursing are required of any program in Massachusetts.
3. The prerequisites that must be met before students can enroll in the preclinical sciences must be established to determine admission requirements, length of preclinical term, and design of that term.
4. The preparation for nursing can not be seen as being credited toward a Master's degree.
5. The content of the program which leads to the Master's degree must be established with the guidance of university administrators and faculty since these would be their requirements. The relationship of the content to and its value for Nursing involves another decision for the nursing faculty.
6. There is no such program in existence. There are no guide-lines for establishing such a curriculum. The views of some leaders of baccalaureate and higher degree programs in Nursing should be sought.
 - a. The nature of the content that warrants a Master's degree (not a Master's of Nursing) is one of the most crucial issues.

